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| **RUBRIC for Digital Storytelling Assignment** | | | | |
| **CATEGORY** | **Excellent (5)** | **Good (4)** | **Satisfactory (3)** | **Needs Improvement (2)** |
| **Point of View** | | | | |
| **- Purpose of Story** | Establishes a purpose early on and maintains a clear focus throughout. It is clear that the authors care about their video and feel that they have something important to communicate. | Establishes a purpose early on and maintains focus for most of the presentation. | There are a few lapses in focus, but the purpose is fairly clear. | It is difficult to figure out the purpose of the presentation. |
| **- Audience** | Strong awareness of audience/viewer in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience. | Limited awareness of the needs and interests of the target audience. |
| **Dramatic Question** | Content is engaging -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations. Useful for prompting discussion and dialogue. | Content is interesting -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations. | Some surprises and/or insights, but realization barely differs from the expectation. | Predictable and not very interesting. Realization and expectation do not differ. |
| **Voice** | | | | |
| **- Clarity of Voice/Audio** | Voice quality is clear and consistently audible throughout the presentation. If music is used, it enhances the piece and matches the story line. | Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. If music is used, it matches the story line. | Voice quality is clear and consistently audible through some (70-84%) of the presentation. If music is used, it is not distracting -- but it also does not add much to the story. | Voice quality needs more attention. If music is used, it is distracting, too loud, and/or inappropriate to the story line. |
| **-Pacing of Narrative** | The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story. | Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience. | Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged. | No attempt to match the pace of the storytelling to the story line or the audience. |
| **Quality of Images** | Illuminating: Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. The meaning of the story is transformed by the use of images. | Interpretive: Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. The story relies on images to convey meaning. | Illustrative: An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Images are decorative -- the story is not altered by the use of images. | Inappropriate: Little or no attempt to use images to create an appropriate atmosphere/tone. Images interfere or are at cross-purposes with the story's meaning. | |
| **Economy of Story Detail** | Length of story was 3 to 4 | Length of story was under 3 minutes or over four minutes | Length of story was under 2 minutes or over 5 minutes | Length of story was under 1 minute or over six minutes | |
| **Grammar** | Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development. | Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story. | Grammar and usage were typically correct but errors detracted from story. | Repeated errors in grammar and usage distracted greatly from the story. | |
| **Credit** | All people, organizations, quotes, ideas, music, and contributors are appropriately credited. | Most people, organizations, quotes, ideas, music, and contributors are appropriately credited. | Some people, organizations, quotes, ideas, music, and contributors are appropriately credited. | People, organizations, quotes, and contributors are not comprehensively credited. | |
| **Organization:**  **Sequencing of**  **Information** | Graphics & story line are organized in a clear, logical way. The story is easy to follow. Minimum of 10 pictures. | Graphics & story line are organized in a clear, logical way.  The story is easy to follow. | Most  information is  organized in a  clear, logical  way. One  picture seems to  be out of place.  Two or more | There is no clear story.  Pictures seem to be sequenced randomly | |
| |  | | --- | | **Written Assignment**  In writing, address the following as Journal 2. This will be posted on the course wiki. This should be completed prior to the due date of this assignment:   * Identify a SPECIFIC lesson/activity that a digital story could be used in your present classroom (where possible, this should be STUDENT-CENTERED). * How does your use of the digital story meet KYTS 6? * How does your use of the digital story meet the NETS\*T? * Using the assigned articles (research) or additional readings, give a rationale for using the digital story in your classroom OR for why a wiki could not be used in your classroom. * Following the guidelines for written materials on your syllabus, turn a copy of this into me. | | | | | | |